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ABSTRACT

Noting that both boys and girls suffer because of gender bias in society and in the classroom, this paper examines the roots and consequences of such bias. The paper first provides a historical overview of gender bias and its relation to the prevalent world view. Next, it examines the manifestations of gender bias in the classroom and their effects on learning and self esteem for both boys and girls. Girls start out ahead of boys in speaking, reading, and counting skill evaluations, but these scores decline while boys' scores rise. Strategies are suggested to minimize gender bias, especially in early childhood and primary education. It is recommended that schools give attention to alleviating gender bias for both boys and girls by offering equal career opportunities. Societal values play a significant role in the interpretation of the results of gender bias throughout society, and all people deserve a bias free education. An annotated bibliography of materials on gender bias in education is included. (AP)

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Gender Bias in Early Childhood Education

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Running head: Gender Bias

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Abstract

The focus of this paper is gender bias in the delivery of education to children. In order to fully understand the pervasiveness of gender bias in American culture and the way that it affects the development and education of young children, a brief historical overview of gender bias and its relation to the prevalent systemic worldview is presented. The manifestation of gender bias in the classroom and how it affects learning for both boys and girls is examined, and strategies to minimize bias, particularly in early childhood and primary education, are suggested.

Historical Overview

It is necessary to examine the historical foundations of gender bias to understand why it is so deeply embedded in humankind's perception of the world and the way people believe things should be.

There was, according to archaeologist and social historian Riane Eisler (1987), a period in civilized human life which lasted several thousand years when a worldview of partnership and egalitarianism was dominant. During this time, which archaeological recordings date approximately 6000 BC to 3000 BC, the supreme deity was female and the structure of society was egalitarian. Men and women shared responsibilities and roles. However, equality was not to last, and the fate and role of women changed drastically. Tribes of god worshipping peoples invaded, capturing the more peaceful culture and imposing their own worldview of domination and control. Domination of women was justified by a violent and authoritarian male god and women "came to be seen as the property of males, to be safeguarded and bartered." (Sahtouris, 1989, p. 161). These beliefs have to some extent prevailed to the present time.

Another era of change which affected the role of women occurred in Europe at the close of the Middle Ages. Prior to that time, "wise women" provided healing and medicine for the masses of humanity. Gradually as the Catholic Church became more powerful, women's healing arts were banished to

the fringe, first by the Church and then by the governments of Europe, England, and America. Women who used such powerful and effective methods to heal were called witches. According to some scholars, witch signifies superior learning or wisdom (Acterberg, 1985). These women, now labeled witches, had great reverence for the unity and life of all things and they used the forces of nature for healing purposes.

At the beginning of the 16th century with this shift in perspective, an atmosphere of change took over in Europe. Mandates were issued determining who could treat the sick, and at this point in time, one of the saddest events in the history of humankind began--the great witch hunt. The witch hunt was inordinately successful in eliminating women's influence in wisdom and the healing arts and in fact, inordinately successful in eliminating great numbers of women. Estimates of anywhere from several hundred thousand to nine million women were murdered between 1500 and 1650, many for suspicion of practicing medicine (Acterberg, 1985). In Wurtzburg, Germany, nine hundred women were destroyed in one year. In the Bishopric of Trier in 1565, there were two villages left with one woman in each village. Women were accused of causing all of the ills of Europe, England, and America.

The experience of males during this period was completely different. Male children in the 16th century

inherited more than material goods. They were the proud possessors of what was conceived to be a rational nature suited only to them, the male of the species. It was a gift of reason which was presumed to mature and deepen as they grew. Boys were therefore expected to become the leaders in the family and in the nation, and because they were the unique possessors of reason, they received an education which was far more extensive than the schooling, if any, experienced by girls. Considered of little "value," a female child was less likely to survive infancy than was a male, and if she did, she was even less likely to be educated. Girls were subsumed by brothers, fathers, husbands, and sons, and remained "inferior" from the cradle to the grave. Ancient records preserve one husband's instructions to his wife, explaining that if their child turned out to be a boy it should live, and if a girl, it should die (Schorsch, 1979).

The fury against women became self-perpetuating. The original charges were obscured and women were attacked wholesale for not having been born male. They were essentially paying for the "sins of Eve". Some scholars believe it was a case of scapegoating for all of the problems facing Europe; some believe it was a sexist movement motivated by fear and power (Acterberg, 1985). Women were unfortunately caught in a shifting paradigm. Humanity had begun its preparations for a new worldview that

would encompass the scientific method. All that was non-linear, non-rational would be reinforced and all that was intuitive or "feminine" was subject to being purged. Not purely femaleness was challenged with regard to the role of women in science and medicine. The qualities associated with women posed a threat to what was to become known as the Newtonian worldview, the concept that the body as well as the universe was like a great machine. Intuition, feelings, holism, nurturance, and the imagination had no place in the scientific view of cogs and wheels.

Today emerging scientific views in the fields of physics, biochemistry, and physiology suggest something very different. Slowly, the understanding that the solution of the remaining mysteries of life and more practically, improvements in the conditions of living on this planet will be made only when the acknowledgement and the application of "feminine" qualities such as intuition, holism, nurturance and imagination are appropriately made to the pursuit of science and social science.

The ancient egalitarian partnership model of social organization was replaced by one based on force-backed domination over several hundred years ago. It continues through the practice of gender bias in society. In order for a change of such magnitude to have occurred, a different model of society had to become imprinted in the mind of every man, woman, and child until his/her ideas of reality

were transformed to fit the requirements of the dominate, male supreme society. Fear conditioning became part of all aspects of daily life and permeated childrearing practices, law, and education. One of the most important instruments of socialization was the "spiritual education" carried out by the priesthoods (Acterberg, 1985). The diocese word of male supremacy spread by the priests contributed to the change of worldview and history to a male dominated and hierarchial society that gradually came to be seen as not only normal but right.

Gender Bias in Education

It is just this assumption of normalcy and rightness fostered by systemic ramifications of a dominator worldview that is the underlying cause of gender bias in education. Although today "females outnumber males in the general population, their educational experiences have been--and to some extent remain--inequal, separate, and different." (Smith & Smith, 1994).

Education plays an incredibly important role in the formation of an individual's perception of reality. Women have historically been prevented by past attitudes of bias from attaining access to education at all levels and when access was granted they have often experienced unequal treatment (Sadker & Sadker, 1994). This denial of equal opportunity was responsible for the inability of more than fifty percent of Puritan women in America to even write

their own names. It was not until the 1800s that secondary education became available to women. The enactment of compulsory education laws necessitated a larger teacher work force with more educational and professional opportunities opened for women, not in areas dominated by males but in the teaching profession because women were deemed more "tender and gentle than men." (Sadker & Sadker, 1994b, p. 421). In America, it was only in the first half of the nineteenth century that opportunities to attend institutions of higher education became available to women.

The reality in education today is that the stated philosophies of education and the actual expectations for student achievement account for many mixed messages. Children are told they can be anything they want to be and that all opportunities and careers can be available to them. In fact, subtle influences operate through a "hidden curriculum" to result in stereotypical practices that prepare female students to accept traditional roles and jobs in adult life.

Most contemporary teachers probably believe that they treat male and female students equally. The research on teachers' assumptions, attitudes, and interactions reveal many differences. Teachers <u>expect</u> different behavior and achievement from boys and girls. Boys are expected to be active, aggressive, and independent, and good in science and math. Girls, on the other hand, are expected to be

cooperative, quiet, dependent, and better in the language arts (Sadker & Sadker, 1994a). These differing expectations lay the foundation for different achievements perpetuating the assumption that a societal model of male dominance is normal and right.

Shortchanging Girls, Shortchanging America: A Nationwide Poll

The contemporary education reform movement was born out of the need to achieve excellence in education. Numerous conferences, studies, and proposals have followed which have been devoted to excellence. However, because of the failure of the reform movement to address the unequal practices in classrooms that inhibit girls from reaching their potential for success, the American Association of University Women commissioned a nationwide study. This study conducted from September through November, 1990,

> "examines the differences in attitudes between girls' and boys' perceptions of themselves and their futures, measures the changes in attitudes as adolescents grow older, and identifies critical processes at work in forming adolescents' attitudes of self-esteem and identity. It then looks at the development of adolescents' aspirations--their career choices and expectations, and their perceptions of gender roles and at the part that the educational setting plays in that. And, finally, the survey examines the relationship of math and science skills to the self-esteem and career goals of the boys and girls who will make up the workforce of the next century." (AAUW, 1991, p.1).

The most significant findings of the study focus on self-esteem. As girls grow older they spiral downward in self-esteem. Peaking in confidence at age 11, they emerge

from adolescence with a poor self image and restricted ideas about their futures and their abilities. As self-esteem declines, aspirations for the future continue to spiral downward. Additional results from the study indicate the following:

- Boys have greater confidence in their own talents.
- Boys more often believe their career dreams will come true.
- Girls more often say that they are not smart enough or good enough for their dream careers.
- Adults in the family and the school have the greatest impact on children's self-esteem and aspirations.
- Family and schools have a great potential for altering patterns of declining self-esteem among girls.
- A large majority of both girls and boys like math and science but their interest declines as they get older. The greatest loss is among girls. Both boys and girls begin to dislike math because of poor grades, but they perceive their problems with math differently. Girls regard poor grades as a personal failure while boys rationalize that math is not useful.
- There is a systematic relationship of liking math and science, self-esteem levels, and career

aspirations. Both boys and girls who like math have higher self-esteem, greater career aspirations, and persist in seeking their dreams.

The study leads to the following conclusion:

> "We cannot afford to let low self-esteem and aspirations track another generation of girls into a cycle of poverty--teen-age pregnancy, single motherhood, and children growing up without hope. Now, before it's too late, America must provide opportunity for the next generation of children by educating their mothers." (AAUW, 1991, p. 6).

By the year 2000, two out of three new entrants into the workforce will be women and the economy will require 500,000 more scientists and engineers. Women with math and science skills will be needed to meet the workforce needs of the twenty-first century. "As long as we deny our girls the education and encouragement they need, America will be competing with only half its team on the field." (AAUW, 1991, p. 6).

The Role of Early Childhood Education

There is clearly need to be seriously concerned about the effects of gender bias upon a population. Gender identity is relevant to individual self-esteem and individual self-esteem impacts societal well being. Building self identity, self-esteem, and skills for social interaction are two major tasks in early childhood education. Children are aware very early that color, language, gender, and physical ability differences are connected with privilege and power. Four year old Elliott

asks of his mother and father, "Are you the boss? Who's the boss?" They learn by observing the differences and similarities among people and by taking in the spoken and unspoken messages about those differences (Derman-Sparks, 1989).

Racism, sexism, ageism, and handicappism have profound influences on children's developing sense of themselves and others. All children are harmed by bias. Struggling against bias that declares a person inferior because of gender, race, age, or disability takes away a child's life energy and inhibits that child's full development. As well, an individual's belief in personal superiority because of gender or age or race dehumanizes and distorts reality. The journey toward the formation of knowledge and values of a society begin in that society's historical roots and is passed on over countless generations. Present day America has inherited such social bias and yet, it can make changes.

For each individual, the journey surely begins before birth. In every family there is a perception of femaleness and maleness. The question is whether this perception will nurture or inhibit each child born into that family. Individuals demonstrate their values and attitudes in their words and actions thereby teaching them to the next generation. If parents, who are truly a child's first teachers, and teachers are not aware of their own attitudes and are not mindful about those which they model, children

will learn by default the messages that are already prevalent. Children will continue the cycle of perpetuating past ideas which are unhealthy and obsolete for contemporary society. Gender stereotyping closes off whole areas of experience to children simply because of their sex. Parents and educators have a serious responsibility to prevent and counter damage before it becomes too deep.

Gender identity consists of two components: a person's sexual identity which is biological, and a person's role identity which is cultural. Young children need help understanding that gender identity is based on anatomy; it is not dependent on what they like to do, what they feel, and how they express themselves. Children need adult encouragement to go beyond stereotypic gender role constraints and try out new behaviors.

By the age of two, children are learning appropriate gender labels of girl and boy, color names, (which they apply to skin color) and values, such as good and bad. By the age of three and even sometimes earlier, children show signs of being influenced by societal norms and biases. They may exhibit "pre-prejudice" toward others on the basis of race or gender. They learn occupational segregation as early as three (Vandell, 1989). Between the ages of three and five, children try to figure out the essential attributes of themselves, of what remains constant. Children often need help in understanding that sexual

identity is based on biology and not upon values, what they wear or play with, or what they like to do. The concept that role is cultural is too abstract for preoperational thinkers to grasp. Preschool children are not knowledgeable about development and questions like the following concern them:

> "Will I always be a boy or girl?" "If I like to climb trees, will I become a boy?" "If I like to play with dolls, will I become a girl or a sissy?"

By four or five years of age, children engage in gender appropriate behavior as defined by socially prevailing norms; they also reinforce it among themselves without adult intervention.

It is possible to actively intervene to remedy the intellectual, social, emotional, and physical deficits brought about by the constraining gender stereotypes that limit children's experience and development. Parents of young children who wish to intervene in the self-perpetuating system of gender inequity need first of all to be conscious of their values and model non-stereotypical behaviors and language making a concerted effort to change any negative representations of gender, race, culture, age, or handicap whenever possible. Because language shapes culture and gender bias is so deeply embedded in language, it is a challenge to consistently produce spoken and written language which is bias free. The preferential use of the

pronoun he, the perception of a male god, reference in children's books to nearly all animals as he, leads to erroneous assumptions on the part of young children. Many believe, for instance, that there are more males than females in the human and animal kingdoms (Gelb, 1989).

Early childhood educators must be aware of values and modeling behavior as well. It is also necessary to evaluate the early childhood curriculum and develop strategies to prevent and remediate the developmental deficiencies created by gender stereotyping so that children can develop with attitudes, knowledge and skills necessary for effective living in this complex, diverse world of today.

Social norms are powerful and may override children's own firsthand behavior. In a conversation overheard in a preschool classroom, one four year old girl is saying to another, "You can't be the doctor; you're a girl." The teacher intervenes and says, "But Sally, your own doctor is a woman." And Sally replies, "Yes, but girls can't be doctors." The teacher, eager to change Sally's perception, says, "You may not think women can be doctors, but they can and Joanie believes they can. She wants to be a doctor. I believe she can and I want her to be one too." Sometimes children will accept firsthand information as the truth and sometimes they will cling to social norms about gender behavior. Learning is gradual and socially prevailing beliefs are powerful (Derman-Sparks, 1989). The key is to

provide many new ways of thinking and behaving.

Children may also experience emotional conflict about acting differently than the social norms, especially when their families agree and act according to the norms, as exemplified in the following exchange: Betsy, an energetic four year old asks her teacher, "How do you think I look today?" The teacher responds, "I think you look fine. Why?" "Sometimes, I think I look ugly because I think I look like a boy." The teacher asks, "Why do you think you look like a boy?" and Betsy answers, "Boys wear jeans and shirts." (Jeans and shirts are Betsy's preferred school clothes.) Betsy is then asked by the teacher, "Do you think you have to wear a dress to look pretty?" Betsy answers "Yes," and the teacher says "You know you also look pretty in jeans and a T-shirt, and sometimes it's easier to play in jeans and a T-shirt because they don't tear as easily. You don't look like a boy; you look like Betsy no matter what you wear." Betsy continued to struggle for a period of time about whether she wanted to be a girl because of what she liked most to do. This teacher encouraged her to talk about her feelings, an important strategy for supporting nonsexist gender development and going beyond stereotypic rules, which the previous examples demonstrate can be formed very early in children's lives.

The only time when toys and play are generally the same for boys and girls is when they are very young. Toys

encourage active involvement, respond to the child's manipulations, help develop eye-hand coordination, and stimulate motor skills. Bias-free toys which develop these skills are not typically designed for children beyond the toddler years. Once a child is three, gender becomes the single most important factor determining toy selection (Greenberg, 1986).

Children gain scientific orientation through toys, but typically only boys receive toys that promote scientific and technological understanding. Toys designed for boys encourage exploration and experimentation with motion and direction, balance, electricity, chemical properties, tools and simple machines. "Boy's toys help establish a sense of the world of technology, science and higher mathematics. However they may fail to develop other skills important for initial school success." (Greenberg, 1986, p.18). Girls, on the other hand, engage in play which is excellent preparation for beginning reading and writing and for the kind of attention and discipline required by school. Girl's play encourages eye-hand coordination, attention to detail, and small motor development. Playing with dolls and small toys, cutting, and pasting prepare girls to carry out the tasks which are necessary for early reading and writing. Girls play "house" which is acting and reenacting verbally and imaginatively, also preparing them for early reading and writing.

The play of boys and the play of girls have different social qualities. Joining in and dropping in and out of group play is more common among boys. Unconsciously, they "practice organizational skills leading to gangs, teams and boards of directors....Girls play inside and engage in much conversational couple-like play...They are readying themselves for dating and intimacy." (Greenberg, 1986, p. 19). Educators who are aware of the importance of gender specific toys and the specialization of behavior to which they lead can make an effort to provide a balanced play curriculum for all children. A balance of activities consisting of indoor and outdoor play, large motor and small motor skills, experimental and repetitive focus, and exploratory and verbal activities can help both boys and girls develop the skills they need in today's society.

Talented and knowledgeable early childhood educators have the creativity to expand children's chances to learn. Giving up old assumptions and making a commitment to a bias-free curriculum is the first step. Included below are some practical changes which teachers can make to implement a new curriculum in the classroom:

- Reorganize areas of the class environment to encourage more cross-gender play choices.
- Use only non sexist toys, materials, and visuals.
- Integrate block and dramatic play to build work places such as the grocery store, hospital, gas

station and office.

- Expand dress up props by including tool chests, lunch boxes, hard hats, brief cases, chef outfits, etc.
- Include typewriters, computers, work benches and a study area in the housekeeping area.
- Extend the housekeeping props outdoors next to the sand area.
- Add new creative materials, such as wood to the collage material, and collage to woodworking.
- Directly intervene to encourage children into new activities. Teacher initiated activities are sometimes necessary to remediate cognitive deficiencies.
- Expand children's awareness of gender roles by using literature that contradict stereotypes.
- Invite guests to the classroom who model non-traditional roles.
- Insist that all children take equal responsibility in carrying out all tasks to maintain the classroom.
- Be honest and supply accurate, developmentally appropriate content information.
- Introduce heroines and heroes, living and non living into the curriculum.

- Read stories and talk about children countering gender stereotyping. Discuss how to handle disapproval.
- Problem solve solutions and appropriate reactions to discriminatory behavior.
- Explore, experiment, experience the physical forces of nature and the outdoors with all children.
- Maintain a vigilance for bias in textbooks and other printed material.
- Balance the teacher's time given to boys and girls.

Conclusion

Implementing the changes necessary to counteract bias in the classroom is a great challenge. So much of behavior is automatic, however; that doesn't make the behavior right or normal. Social behavior is a reflection of values which are taught and passed on generation after generation. There are powerful models to unseat. Equal gender representation does not exist in American society. One has only to look at the Supreme Court, Congress, and the administrative branches of federal, state, and local governments for evidence. Learning styles, teaching practices, and parenting practices are grounded in the values, languages, and structures of culture. "The curricula and instructional techniques (in America) tend to be tailored to the culture and learning

style of only one group, white male." (Vandell, 1990, p. 3).

Both boys and girls suffer because of sex bias in society and in education. Girls start out ahead of boys in speaking, reading, and counting; however, as they continue through school, their test scores decline and boys' scores continue to rise. "Girls are the only group in our society that begins school ahead and ends up behind." (Sadker & Sadker, 1994b, p. 424). Males outperform females on all sections of the Scholastic Aptitude Test and the American College Testing Program Examination. Girls receive only 36 percent of the 6,000 National Merit Scholarships each year. In the classroom, girls receive fewer academic contacts, less praise and most significantly less instruction on how to do things for themselves. Boys are scolded and reprimanded more often even when the behavior of boys and girls does not differ. While boys are more self confident and academically successful, they are likely to suffer restriction of their emotional range. Boys are taught stereotypical behaviors earlier and more harshly than girls and they are expected to be active, aggressive but less sensitive. The psychological toll is revealing with test results showing that boys who score high on sex-appropriate behavior tests also score highest on anxiety tests.

Societal values play a significant role in the interpretation of the results of gender bias throughout

society. It is challenging to consider not only why women fall behind men in mathematics and science but why men fall behind women in early childhood education, nursing and other areas vital to the creation of a compassionate citizenry.

Schools need to give attention to alleviating gender bias for both boys and girls. Girls deserve experiences which will enable them to perform with confidence in areas such as science and math. Society has a responsibility to offer equal career opportunities. Issues which have central to women's experiences, such as childrearing, intergenerational responsibility, and nonviolent resolution of conflict are the responsibility of all human beings and need to be attended in the educational curriculum from preschool through graduate school.

Choices are available in education and in society. Partnership is possible and has existed before in human history from the estimated dates of 6500 BC to 3000 BC (Eisler, 1987). One of the ways individuals limit themselves is to be ignorant of their choices by assuming that what is seen is right and normal. An educational goal for the future can be the honest dissemination of information about choices. Another goal can be honest and bias free presentations of history, literature, the arts, science, math, and the social sciences. Only when members of a society know what options and choices are can

intelligent, just, and compassionate decisions be made. All people deserve a bias free education.

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In order to heighten public awareness of the lack of educational equity for girls, the AAUW commissioned a major public opinion poll on education and equity. The results of this poll which assessed self esteem, educational experiences, interest in math and science, and career aspirations of girls and boys ages 9-15 are presented.

Chira, S. (1992). How boys and girls learn differently. Redbook, September, 191-95.

Provides an overview informing parents of typical behavior differences between boys and girls entering preschool and the ways in which gender bias is reinforced as children move up the school ladder. Suggestions are presented to parents of ways they can encourage more equal opportunities for both sexes.

Fox, M. (1993). Men who weep, boys who dance: The gender agenda between the lines in children's literature. Language arts, 70 (Feb.), 84-88.

How gender stereotypes in literature present female potential from being realized by depriving girls of a range of strong, alternative role models is discussed. Describes how males are also damaged by stereotypical literature.

Gelb, S. (1989). Language and the problem of male salience in early childhood classroom environments. Early childhood research quarterly, 4, 205-15.

Describes two sets of data on teachers' and children's use of male and female pronouns in two early childhood programs. The data indicate that teachers regularly use three times as many male as female pronouns. Children also attributed maleness in their stories about three gender-indeterminate drawings. The results supported other findings about the socialization of young children to see maleness as more important than femaleness. The children's male dominated responses indicate that they view the average person or animal as male.

Kamler, B. (1993). Constructing gender in the process writing classroom. Language arts, 70 (Feb.), 95-103.

Results of a study are reported which indicate that students engaging in process writing (free choice topics) are encouraged to reproduce gender stereotypes as they are culturally defined. It is suggested that classrooms need to guide children's choices and make gender ideology visible so that it may be questioned and challenged.

Lupzig, J. (1984). "My, don't you look pretty."Children today, Jan./Feb., 17-22.

Describes ways in which young children's individuality is ignored, overlooked, and distorted by adults and consequentially how children's interests, skills, and competencies are affected by the way they're treated in the first three years of life. Adults make assumptions about needs of boys and girls and deliver powerful messages to children about who they are, what is expected of them, what the meaning of their behavior is, and what they are feeling.

McFadden, A. (1992). A study of race and gender bias in the punishment of school children. Education and treatment of children, 15 (2), 140-46.

The purpose of the study provides results from research designed to assess race and gender differences in school children's rates of referral for disciplinary action, kinds of violations and types of punishments for actions. The study, taken in south Florida between August 1987 and April 1988 indicated that males represented three-fourths of all discipline referrals. Blacks received more corporal punishment and suspensions; whites received more in-school suspensions. The referral rate for blacks was disproportionate to the student population and may represent bias in the referral process and punishment.

Purcell-Gates, V. (1993). Focus on research: Complexity and gender. Language arts, 70 (Feb.), 124-27.

The reality that gender issues are tied to culture and experiences outside the classroom and that this complexity is worthy of attention in the classroom is addressed. Schools are important institutions within which to challenge gender issues but one needs to operate from a valid knowledge base. This depends on continued research which looks at gender and classrooms from a sociocultural perspective with all of its complexities.

Sadker, M. et. al. (1989). Gender equity and educational

reform. Educational leadership, March.

Provides a statement developed from a review of the literature and a survey of practitioners' views showing that the reform movement has not successfully promoted educational equity or closed the gender achievement gap. Only 10 percent of the content of the literature on educational reform which was published between 1983 and 1987 addressed equity in education and of that 10 percent, only 1 percent related at all to gender equity.

Sadker, M. & Sadker, D. (1986). Sexism in the classroom: From grade school to graduate school. Phi Delta Kappan, March, 512-15.

Classrooms at all levels are characterized by a general environment of inequity and bias in classroom interaction inhibits student achievement. This article focuses on the ways this manifests in the classroom and suggests that it is time to recognize the problems of those students who lose ground as a result of their school experiences.

Shapiro, L. (1990). Guns and dolls. Newsweek, May 28, 56-62.

Describes the ways that boys and girls typically display gender related behavior at each stage of development from infancy to age ten.

Sheldon, A. (1990). "Kings are royaler than queens:" Language and socialization. Young children, January, 4-9.

Demonstrates ways that the English language reflects sexist, male-centered attitudes that perpetuate the marginalization and invisibility of females in society.

Shepardson, D. & Pizzini, E. (1991). Gender bias in the classroom--A self evaluation. Science and children, Nov./Dec., 38-41.

Results are presented of a program which was participated in by 42 elementary teachers in Women in Science and Education to assess gender bias in teaching science. Most of the participants initially felt they demonstrated no gender bias in the classroom and were surprised at the results which indicated that their classroom behaviors facilitated boys' learning more than girls'.

Skeen, P. (1986). Gender-role attitudes of professional female educators toward men in early childhood education. Psychological reports, 59, 723-30.

Presents results of a random sample of women working in early childhood education to assess their attitudes toward suitability, professional practice, and administrative capabilities of men in early childhood education. Women who worked with men in early childhood education, college professors, and researchers had less stereotypical attitudes regarding suitability of male preschool teachers than did classroom teachers or administrators. Implications for changing stereotypical attitudes are briefly discussed.

Temple, C. (1993). "What if beauty had been ugly?" Reading against the grain of gender bias in children's books. Language arts, 70 (Feb.), 89-93.

Focuses on including issues of gender in discussions about reading children's literature at home and in classrooms. Since so much of literature portrays girls and women in positions of lesser importance than boys or men, employing a strategy to question roles and relationships in stories is strongly advocated.

Vandell, K. & Fishbein, L. (1990). Restructuring education: Getting girls into America's goals. Washington: American Association of University Women. August, 1-6.

The fact that American education has always failed large segments of the population, women and minorities in particular is the theme of this article. The need is great to educate all workers to a higher degree to meet the needs of the year 2000 when 47% of the labor force will be female and 26% minority. An overview of the aspects of school restructuring which would most effectively address the education of all girls is presented.

Simpson, M. & Masland, S. (1993). Girls are not dodo birds! Exploring gender equity issues in the language arts classroom. Language art, 70 (Feb.), 104-108.

Children's own stories are a vital source of information about how they reflect and interpret the world around them. Suggestions are given to help teachers advance a more gender-fair classroom environment by using instructional settings already in place in the language arts program.